

Year 9 History Department Autumn Term 2 The causes of WWI

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>Builds upon prior learning in previous unit and connects chronology of empire and WWI</li> <li>Ensures continuity and embedding of key terms and concepts which were previously taught- e.g. imperialism</li> <li>Key connections linked to causation and deeper understanding. To fully understand significance, events and outcome of WWI it is vital to understand the roots of the conflict</li> <li>Connects so much of later 20<sup>th</sup> century history and defines the beginning of the end for many empires</li> <li>Legacy of WWI- chronological and logistical teaching- this ensures that WWI is taught at a poignant time of the year- e.g. Remembrance Day</li> <li>Wider context of WWI and ensures they understand the wider scope of the war.</li> <li>NC ref:4</li> </ul>	<ul style="list-style-type: none"> <li><u>Great Powers of 1914</u>- context of 1914- introduce major empires and compare and contrast the size, influence, power and nature of European empires.</li> <li><u>MAIN</u>- examining the intricate nature of the alliances pre-1914 and introducing concepts of other major causes- militarism, imperialism, arms race and nationalism- explore this with examples. Clear chronological explanations and concept of long/short/trigger causes.</li> <li><u>The Spark</u>- Case study- spark- exploring causes in more depth (nationalism, militarism, imperialism, alliances) within Austro-Hungarian Empire- linking this to other causes and outbreak of war.</li> <li><u>Schlieffen Plan</u>- Germany's plan for war (ties to militarism) – Explains Britain's declaration of war and more links to other causes (alliances)</li> </ul>	<p>Alliances, nationalism, empire, imperialism, militarism, armaments, colonies dreadnoughts, arms race, nationalistic, patriotism, martyr, terrorist, entente, mobilisation, neutrality, expeditionary, industrialised, independence, emperor (variations of this as well-e.g. Kaiser, Tsar), prioritisation</p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>Identifying the links between the differing causes of WWI and to be able to verbalise and develop this in extended writing</li> <li>Ability to analyse deeply and ensure connections are made and events are linked to causes and bigger pictures is built.</li> <li>Evaluation skills and deployment of evidence to support an argument- responsibility for outbreak of WWI/ most important cause</li> <li>Debate on most significant cause of WWI</li> <li>Writing frames; success criteria and mark schemes</li> </ul>	<ul style="list-style-type: none"> <li>Relevance of understanding that causes of wars are complex and many fold- application in modern context and impact of other factors on causing wars</li> <li>Ability to see multitude of perspectives to understand that you can disagree on causes of event and still not be wrong.</li> <li>Broadens pupils' wider knowledge of Europe and beyond and ensures pupils have solid understanding on geo-political concepts</li> </ul>	<ul style="list-style-type: none"> <li>Ability to link causes and see the bigger picture is extremely valued in industry and shows analytical nature.</li> <li>Multiculturalism- key concept of looking to wider world and broadening their historical and geographical curiosities by looking at influence of European powers across the world.</li> <li><b>Trip- WWI Battlefields trip- 2 day trip to battlefields of Belgium and France- Including Ypres and Somme- helps bring to life what was learnt in the classroom and make content memorable</b></li> </ul>

<ul style="list-style-type: none"> <li>VIP strategy for disadvantaged students</li> <li>Use of SEND passport strategies to personalise support</li> <li>Recommended reading: <i>'Birdsong' by Sebastian Faulkes; 'War Horse' by Michael Morpurgo; 'Stories of WWI' by Tony Bradman; 'Conkers and Grenades' by Hilary Lee-Corbin</i></li> </ul>		<ul style="list-style-type: none"> <li>Understanding the importance of being able to prioritise factors</li> </ul>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<ul style="list-style-type: none"> <li>Cultural- pupils broaden their understanding of other European countries and their traditions/ history by exploring and analysing full range of causes of WWI</li> <li>Spiritual- opportunity for debate on morality of martyrdom and terrorism to achieve political aims</li> <li>Moral- empathy and perspective- examining full spectrum of evidence and opportunities to discuss involvement and blame for outbreak of war.</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular links with the English department e.g. etymology of words</li> <li>Cross curricular with maths e.g. use of figures and statistics when looking at power and influence of differing Great Powers of Europe</li> <li>Cross curricular with Geography- key terminology linked to ethnic diversity of regions as well as geographical knowledge of Europe/ world when looking at imperialism.</li> <li>Character and Culture- martyrdom/ nationalism/ morality- Gavrilo Princip/ Slav nationalism</li> </ul>	<ul style="list-style-type: none"> <li>That WWI was just fought between Britain and Germany (lack of understanding of other countries involved)</li> <li>That it was inevitable that Britain would win WWI</li> <li>Shooting of Archduke Franz Ferdinand was primarily the only reason that WWI happened- failure to connect bigger picture on long/short term causes.</li> <li>Inability to link causes together in explaining beginning of WWI and how one cause can easily connect to another.</li> <li>Over reliance on placing blame for outbreak of WWI upon one country. – 'Germany alone was to blame'</li> </ul>
<p><b>Assessment timeline:</b></p>		
<ul style="list-style-type: none"> <li>Knowledge quizzes</li> <li>Source analysis- causes of WWI and Schlieffen Plan</li> <li>Narrative account assessment- causes of WWI- ensuring connections are made between causes - prioritising</li> </ul>		
<p><b>Home learning</b></p>		
<ul style="list-style-type: none"> <li>Research and find facts on one of the Great Powers (not Britain)</li> <li>Revise and complete knowledge quiz on main causes of WWI</li> </ul>		
<p><b>Feedback</b></p>		
<ul style="list-style-type: none"> <li>Feedback 4 used for all assessed pieces <span style="float: right;">Live marking using iscan</span></li> </ul>		

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit: